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ABSTRACT

Developed by 41 Bureau of Indian Affairs special education teachers, this booklet presents 25 teaching activities which they found very helpful in their classrooms. The purpose, materials needed, and procedures are given for each activity. The activities cover the alphabet letters, letter recognition, vocabulary development, sentence structure, paragraph structure, reading, following directions, eye-hand coordination, spelling, initiation of oral discussion, story beginnings, creative writing and productive thinking, visual memory and perception, identification of words and sounds, auditory discrimination, phrase reading, development of memory and recall, sequencing, likenesses and differences of objects, development of self-confidence through fun and dramatization, animal categories, time sharing, number recognition, and basic addition and subtraction facts. Eighty-three activities to use with the balance beam are given. These activities are to help the child develop laterality, directionality , and dynamic balance. The booklet also includes directions for making crayon or pencil holders, mini-carrels for student privacy, and eight rhymes for rope skipping. (NQ)

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SPECIAL ACTIVITIES FOR VERY SPECIAL CHILDREN

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INTRODUCTION

This booklet was developed by Bureau of Indian Affairs special education teachers at a meeting held at the National Indian Training Center from June 5 to June 8, 1972. The special education teachers submitted various teaching activities which they found very helpful in their classrooms.

Special thanks and appreciation go to Mr. Harry Walters, Illustrator, Chinle Boarding School; Mrs. Ruby Cavenah, Principal, Wide Ruins Boarding School; Miss C. Laurine Ruleau, Education Specialist, Navajo Area Office; and Mr. H. Wayne King, Teacher Supervisor, Chinle Boarding School.

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Creative Writing

Purpose: Creative writing with the entire class or in small group situations can be very effective in developing the students' vocabulary, sentence structure and paragraph structure.

Materials: Pictures relevant to Navajo culture.

Procedures:

A.

1. Choose a picture relevant to Navajo culture. Discuss the picture and possible events that lead to the picture or can result from the picture.

2. Develop a story about the picture with the class or small group of students.

3. This procedure can be completed in one session.

B.

1. Decide upon a theme for the story, establish the main charactors.

2. Develop episodes in the story at different sessions.

3. Encourage the students to follow guides for sentence structure and/or paragraph structure (which have been previously determined).

4. Illustrate the story - This can be done by the teacher, Education Aide or the students.

5. Assemble in book form.

Possible Follow-up Activities

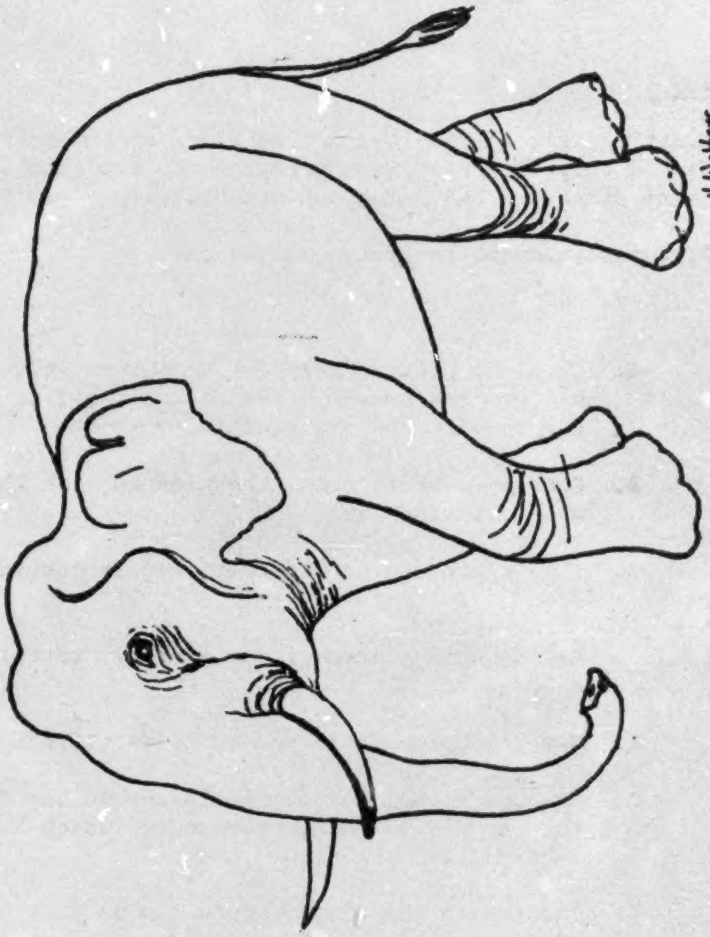
1. Categorize words according to phonics skills presented to the students.

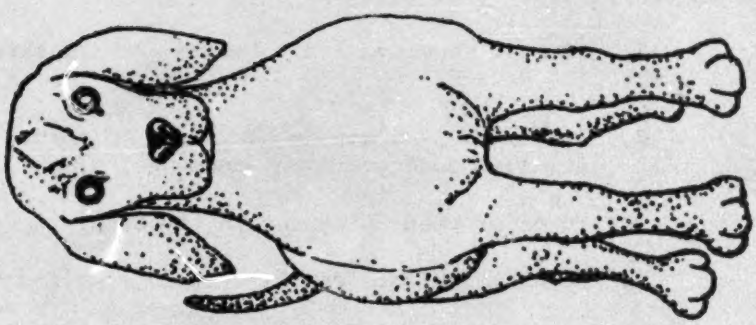
2. Discuss vocabulary in the story to insure that students involved understand the concepts.

3. Color or paint pictures in the book.

4. Younger students can illustrate specific vocabulary words.

The above activities can be very effective since they engender excitement among the students.


H.Walters



Creative and Productive Thinking

Purpose: To stimulate creative and productive thinking

Materials: Variety of imaginative questions and answers

Procedure: Have the pupils draw a question out of a box, and after a few minutes of thinking let him tell the class what his question is and how he would answer it.

Some of the statements could be as follows:

1. What would happen if all dogs were as large as elephants? Or elephants as small as dogs?

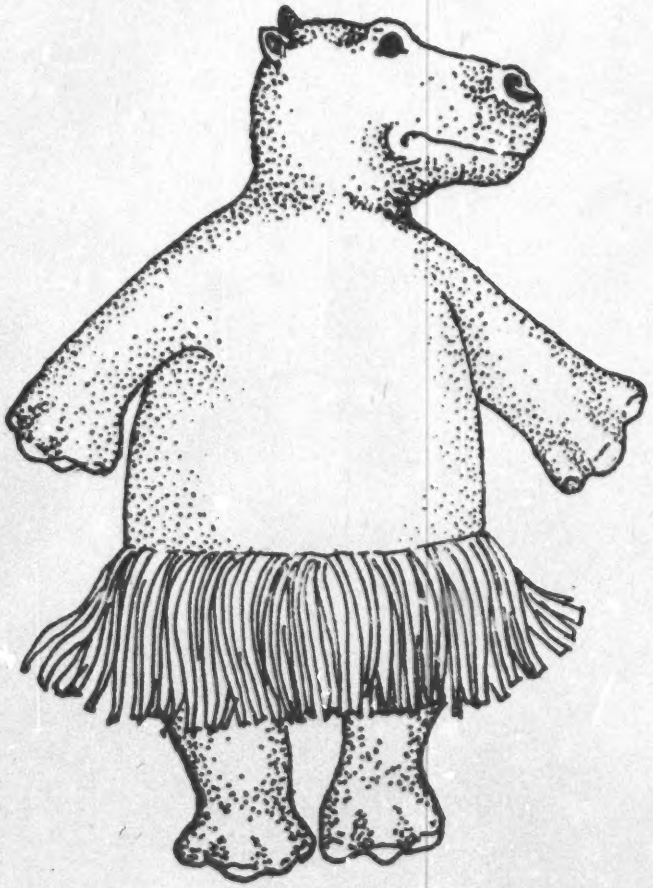
2. What would happen if it always rained on Saturday?

3. What would you do if you got a lion for your birthday?

4. What would you do if you could make yourself bigger if you wanted to be bigger; or smaller when you wanted to be smaller?

5. What would happen if cats could bark?

6. What would happen if mice were as strong as horses?



Harry Walters

A B C D E = Fun

Purpose: Creative thinking and writing

Materials: Letters of the alphabet printed on individual slips of paper.

Procedure: Draw a letter from some type of container. Write, or tell the class, the names of animals, objects or proper names beginning with the letter that was drawn. Also list descriptive words beginning with the above letter.

An example of what can be done with the letter "H" is as follows:

Animal names:

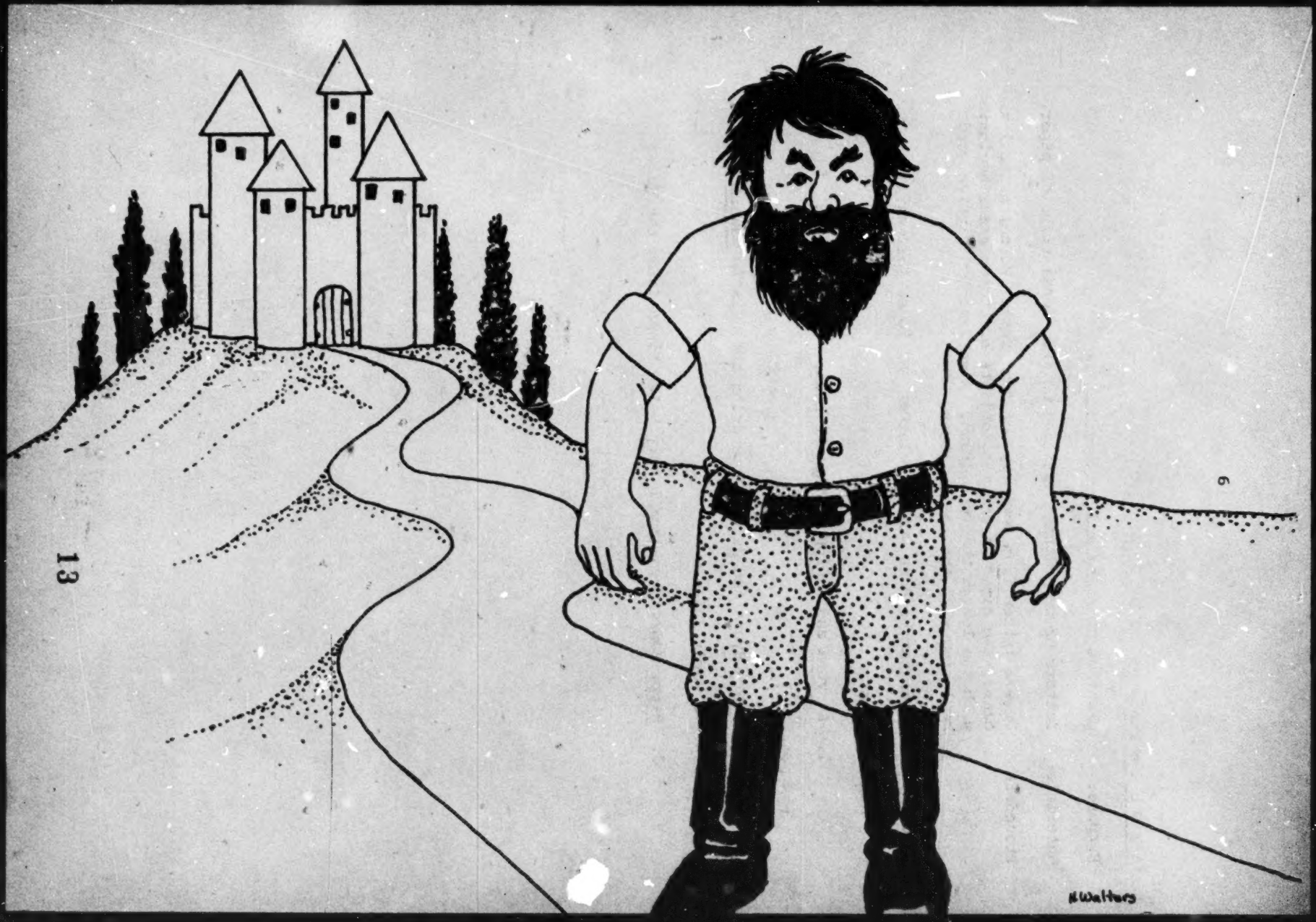
1. A hyena and a hippo doing the Hula.

Proper names:

2. Henry Hyena and Helen Hippo doing the Hula in Hawaii.

Descriptive words:

3. Happy Henry Hyena and Hungry Helen Hippo doing the Hula.


K Walters

Story Beginnings

Purpose: To stimulate creative writing

Materials: Variety of sentences to begin stories.

Procedure: Have the pupils draw a sentence out of a box and use it as the beginning of a short story.

Some of the sentences could be as follows:

1. There was a giant living in a castle on a hill _____.
2. It rained and rained and rained _____.
3. Yesterday my lamb was lost _____.
4. I am going to the Navajo Tribal Fair tomorrow _____.
5. I wish I had a _____.

Which Direction?

Purpose: To help the pupil read and follow directions.

Material: Flash cards with simple directions.

Procedure: Make flash cards with simple directions and have the pupil select one, read it and follow the direction. If the pupil has a reading problem place three cards in his view, read one and have him select the one you read. Then have him follow the directions that are on the card.

Toss and Tell

Purpose: Eye-hand coordination, spelling, letter recognition

Materials: Letter grid on floor, 3 feet x 3 feet, containing 36 6 inch x 6 inch squares with 36 letters, bean bag.

Procedure: Toss bean bag and tell what letter it hits; or spell a word by tossing the bean bag in order; or let the watcher identify letters or words.

Toss bean bags one at a time in alphabetical order. Two children can compete to win on the basis of who is first, highest score, et cetera.

Bird
Robin
10
H. Walters

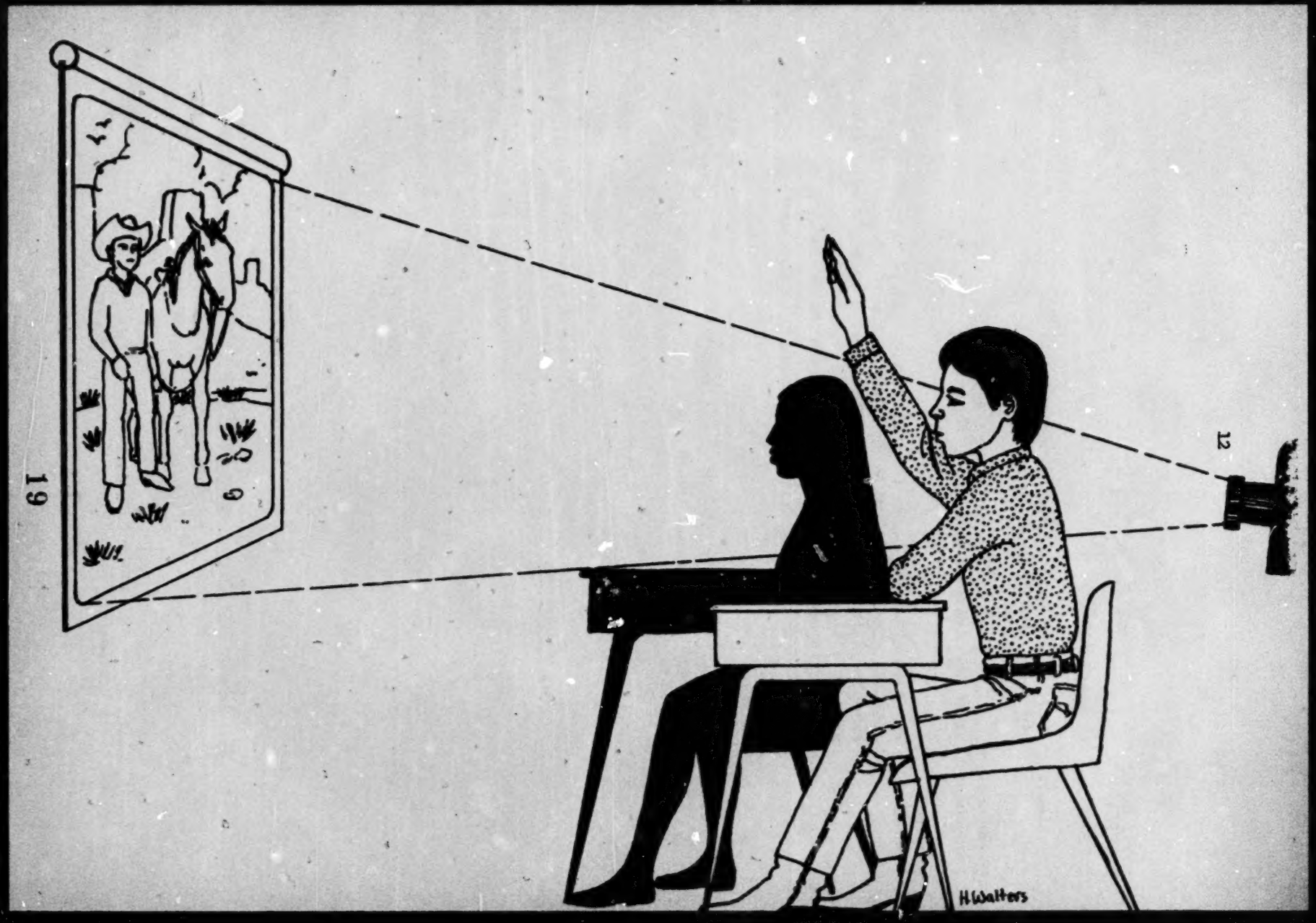
Round Robin

Purpose: To teach categories of animals.

Materials: Cards 2 1/4" by 3 1/2" are suggested for ease in shuffling. Felt-tip pen.

Construction Procedure: Write the names of animals of the various categories on the cards.

Playing Procedure: The "dealer" distributes the cards among the players, including himself. The "dealer" then says one of the categories, for example, "bird". The other children must give him a card with the name of a bird before he counts to five. The first child to play all of his cards is the "dealer" for the next game.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Audio-Visual Activity

Purpose: To initiate oral discussion.

Materials: Prepared slides, slide projector.

Procedure: This illustration is included in the booklet to remind the instructor that pictures have no first or second language. The use of audio-visual equipment and materials can be a most effective teaching tool when language is sometimes a barrier.

It is suggested that the instructor use slides that are most familiar to the children initially.

Taking Turns

Purpose: Sharing time

Materials: Names of pupils on slips of paper and a paper sack.

Procedure: Many things that are taught require a great deal of repetition and practice. Most pupils become tired, distracted or bored. By varying the method of selecting a child to do the task, the activity takes on a new meaning to the pupil.

Example: If the lesson is to have the pupils correctly identify numbers 1-10, the teacher can pick pupils' names from a paper sack. After a short break the selection method can be changed to a spinner game, et cetera. The activity is still the same, but appears different to the pupil.

Pantomime

Purpose: Building self-confidence through fun and dramatization

Materials: Slips of paper, paper sack

Procedure: Write some fun statements on slips of paper and put them in a paper sack. Children pick a slip from the sack and pantomime what it says to do. (The teacher may help the child identify the fun statement.) Other children guess what the statement told him to do.

Some examples of statements which may be used are:

Show that you have a toothache.

Fly like a bird.

Suck on a lemon.

Brush your back teeth.

Crow like a rooster.

Moo like a cow.

Who Changed Places?

Purpose: Training visual memory and perception.

Material: None

Procedure: Have all of the children in the room close their eyes and rest their heads on their desks. The teacher, or another student, taps two children on the shoulder to have them change places. The children are then asked to open their eyes and guess who changed places.

For variation you could have three children change places or have no one move.

Fishing

Purpose: Identification of words and sounds

Materials: Construction paper, scissors, paper clips

Procedure: Cut out fish from construction paper. Put a word on the fish, such as known words, new words similar to known words, and word sets with beginning sounds or ending sounds. A paper clip is put on mouth end. Fish with a magnet or another open-end paper clip. If child can read word, he keeps fish. The pupil with the most fish is the "winner."

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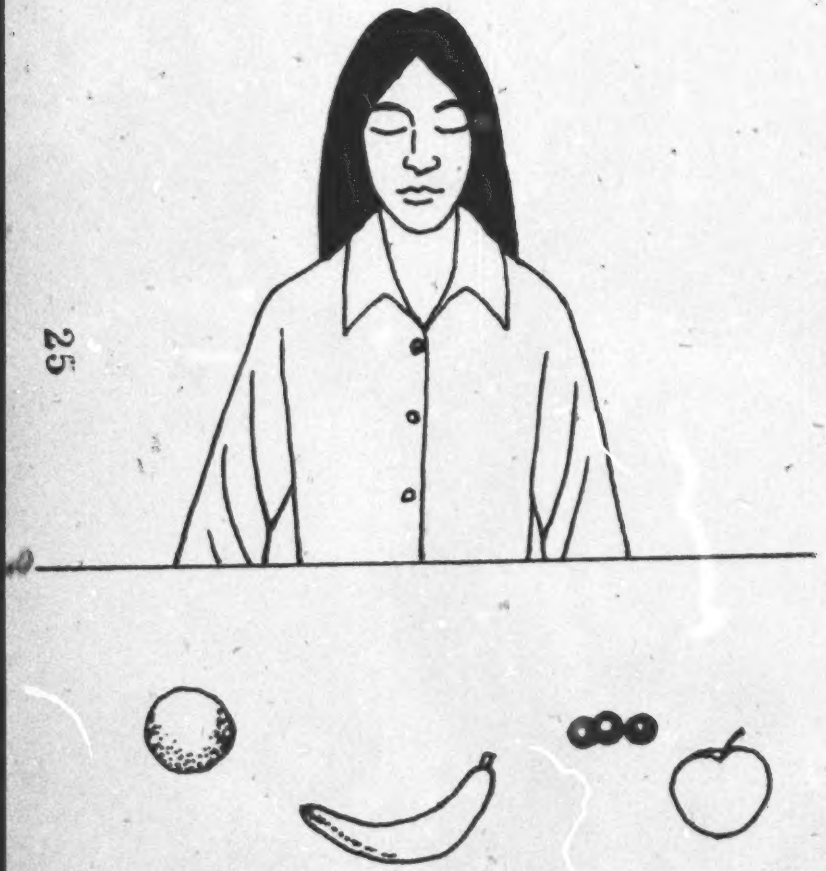

Association Skills

Purpose: To learn likenesses and differences of objects.

Material: Whatever is to be studied for the day, example an orange and apple.

Procedure: Let pupils tell how objects are different or alike according to their attributes (e.g., color, size, shape, texture, et cetera.)

Sample sentences might be:

An apple and an orange are both round.

An apple is red and an orange is orange.

Button, Button, Who's Got the Button?

Purpose: Small word practice--word recognition

Materials: Buttons with words printed on them. A list of words for each player.

Procedure: Buttons are divided among players. The player who starts the game will call a word from his word list. The player who has the button with that word on it will say the word and place it in front of him. If he fails to recognize the correct word, he must forfeit his button to the caller. The one who has the most buttons at the end of the game is the winner.

Word Toss

Purpose: Word recognition

Materials: Target game board

Procedure: Make a small game board of three concentric circles, the largest 14 inches. (The board looks like a dart target with a 3 inches bulls eye.) Write small words all over it, the most difficult ones in the center. When pupils read the words, they are awarded points.

Bull eye words are worth 10 points.
Next size circle worth 5 points.
Outside circle worth 2 points.

22
C
D
S
P
A
G
B
N

LETTER GRID

Purpose: Letter, word, or number recognition

Materials: Paints, tape, paper---any variety of materials can be used depending on how long the grid is to be used. For example, the grid could be permanently painted and the figures could be changed depending on the desired lesson.

Construction Procedure: Measure out the grid on the floor or a portable mat. One foot squares are suggested. Mark the lines. Construct letters, number, words, et cetera, for the grid. Construct another smaller set for use in calling or showing.

Playing Procedure: A student or teacher show a letter, number, word, et cetera. The player finds the object, identifies it orally, and stands on it.

Memory Game

Purpose: To develop memory and recall.

Materials: Paper bag and a collection of small items such as a broken crayon, a button, a rubber band, et cetera.

Procedure: Have the children name each item several times as the teacher holds it up for them to see. When the children seem confident of all the names, return items to paper bag and give the pupils ten minutes to write down the names on a sheet of paper. Check the list by writing the names on the board. Give small prize to the winner.

Turtle Game

Purpose: Word recognition

Materials: Heavy cardboard, string

Procedure: Make turtles out of heavy cardboard. Put a string about eight feet long through the hole in the turtle. Fasten the string to the back leg of a small chair.

Divide the children into two groups. The teacher holds up the words the children are learning. One side starts first. As long as the child knows the word he may race his turtle. (Use short jerks and keep the turtle on the floor at all times. When the turtle touches the chair, pull it back along the string and give to the next child in line.) If a child misses a word, he must stop his turtle and the other side gets to go.

START

MAKING TRACKS

Purpose: Word Recognition

Materials: Black construction paper, tagboard, felt-tip pen, white ink or chalk

Construction Procedure: Make footprints from black construction paper. Print desired words on footprints with white ink or chalk. Print the words "Start" and "Finish" on the tagboard.

Playing Procedure: Place footprints on the floor in any manner you choose. One child will begin at the sign that says, "start." As he pronounces a word correctly, he steps on the footprint with that word. He continues to travel until he makes a mistake. The traveler who is able to make tracks to the "finish line" is the winner.

I am a Navajo boy
K.Walters

I am a Navajo boy

Scrambled Sentences

Purpose: Sequencing

Materials: Word cards

Procedure: Write the words of a sentence on separate cards. After a pupil has seen and read the sentence, scramble the words and direct the pupil to put the sentence in its correct sequence. Begin with simple sentences of three to five words. As the pupil's skill increases, sentences of greater length and complexity may be used. Also, as the pupil develops this skill, the first step (pupil seeing and reading the sentence) may be omitted.

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Shuffled Comics

Purpose: Sequencing

Materials: Comics

Procedure: Cut newspaper comic strips a part and shuffle. Ask pupils to put them in proper sequence. To increase the complexity of the task, put in a picture from the same strip but from a different date. As an intermediate step a picture from a different cartoon could be added to the original cartoon, and the pupil should be able to pick out the one that doesn't belong.

FIND THE WORD

Purpose: Strengthen auditory discrimination and phrase reading.

Materials: Fifty cards on which are printed a word on the front and a phrase on the reverse which uses the word. Many words should begin alike so as to make the discrimination more difficult. (Example: Front "tray". Reverse - "Mother carried the dishes on a tray.")

Teacher's word clue card, which contains the phrase found on the reverse of the word card. (Example: tray - If you were sick and in bed, your Mother might use this to bring you your dinner. She could put all of your dinner on it. Mother carried the dishes on a tray.)

Directions: Spread the 50 cards about the table. The children move about the table counter-clockwise. (They may hop, skip, jump, et cetera, teacher always giving a change of action.) The teacher then reads a clue about the word for which she is searching. The child first finding the word says "Stop, I see it." He may then pick up the word, read it aloud, show it to the others and then turns it over and reads the phrase. He then scores a point if he can do both things accurately. If he misreads, or mispronounces the word or phrase, he does not get point. The winner is the child with the most points at the end of the game.

Sunny Reading

Purpose: Small word practice in phrase reading

Materials: 2 paper plates stapled together. Leave enough space between staples to insert a strip 1/2 inches wide. Several strips of tagboard 1/2 inches by 5 inches. Draw a happy face on one side of the paper plate. Write phrases on the tagboard strips and insert these strips around the outside of the plates, forming rays. A timer can be of value.

Procedure: The children take turns traveling around the sun. The child pulls out the rays and reads the phrase. He continues until he makes a mistake. The child who is able to make a complete revolution around the sun is the winner. A timer can be used to determine the time it takes the child to make this revolution.

Eating Up Words

Purpose: Practice in phrase reading

Materials: Forks and spoons made from tagboard. Tape or glue small magnets on them. Fruits and vegetables from colored paper or cut out of magazines. Phrases are printed on the fruit and vegetables. Paper clips are fastened to each fruit and vegetable, so they can be picked up by the eating utensils.

Procedure: The players are given either a fork or a spoon. He choose a fruit or vegetable and picks it up with his eating utensil. The player reads the phrase. If it is read correctly, he may keep it. Incorrectly read phrases must be placed back on the table. The player with the most fruit and vegetables at the end of playing time is the winner.

BALANCE BEAM

The purpose of the balance beam is to help the child develop laterality, directionality, and dynamic balance. The skill of walking across the board without falling off is not the object. We are after a generalized balance that can be used in every activity in which the child engages. It has been proven possible to teach a child to walk flawlessly across a board, but when he is required to use his balance in other activities, he is unable to do so. (Inability to generalize.) To develop a dynamic, generalized balance pattern with a total effect, it is necessary to carefully move the child through activities with a lot of variations from the beginning. This is one of the main concepts that will distinguish a successful program from an unsuccessful one. It will take a lot longer to teach a child to cross a board without stepping off, if variations are introduced from the beginning, but by teaching him to cope with various balance problems, he will develop the loose, adaptable, total body-balance patterns that we are after.

Let's follow this thought and apply it to a real situation; then, make an analysis of what we are doing. A child is told to walk forward across a balance beam. As he walks across, he loses his balance and steps off. This is good, because stepping off shows him clearly that he has to make certain corrections in his balance pattern in order to walk the board. As he begins to make the necessary corrections, he learns to coordinate certain muscles together in a rhythmic manner. There is a definite tension and a definite timing of that particular tension in each individual muscle in each muscle group through each cycle of movements. For example, if we give him a weight to carry in one hand, the weight in the hand changes the pattern for every muscle in the body. The introduction of the small variation in the initial activity, such as adding of the weight, leads to a broadening and generalizing of the child's balance pattern. This same principle holds true to any motor activity.

H.Walters

BALANCE BEAM ACTIVITIES

1. Walk forward across the board. (Keep eyes on the target.)
2. Walk forward across the board and carry a weight in the left hand.
3. Walk forward across the board and carry the weight in the right hand.
4. Walk forward across the board and change the weight from hand to hand.
5. Walk backward across the board.
6. Walk backward across the board and carry a weight in the left hand.
7. Invent your own way to cross the board.
8. Walk backward across the board and carry a weight in the right hand.
9. Walk backward across the board and change the weight from hand to hand.
10. Walk forward across the board with an eraser balanced on the head.
11. Walk backward across the board and balance the eraser on the head.
12. Walk across the board with an eraser balance on head, and carry a weight in the hand.
13. Walk across the board and throw a bean bag at the target on command.
14. Walk across the board and catch a bean bag and throw it back.
15. Walk across the board and bounce a ball.
16. Invent two ways to cross the board that we haven't shown you. (Have the child devise the new ways, but if he can't, the instructor should do it. It is valuable to do your thinking out loud and let the child follow you through the process.)
17. Walk sideways across the board; lead with the right foot.
18. Walk sideways across the board; lead with the left foot.
19. Walk sideways across the board and carry a weight in the hands.
20. Walk sideways across the board and change a weight from hand to hand.
21. Walk sideways across the board with an eraser balanced on top of the head, and carry a weight in the hands.

22. Walk sideways down the board with a weight in the hands; in the middle of the board, turn around and walk backward to the other end. Walk forward to the middle of the board, turn, and lead with the other side.

Note: This activity can be used to develop the ability to follow commands. Give the child a series of commands that he can follow, and see that he carries them out. Slowly, but surely, you can increase the span of the number of commands that the child can handle. If he has trouble with handling more than one or two commands in a series, tell him to imagine that he is going through each act as you give it to him. Be sure to give the commands slowly and distinctly.

23. Walk across the board with the arms extended to the sides; then extend to the front, back, both to one side, then, both to the other.

24. Walk across the board with the arms extended in front, back, to the opposite sides, and then both to one side, then, both to the other side.

25. Walk forward with the left foot always in front of the right; combine previous activities - items 1 through 24.

26. Walk forward with the right foot always in front of the left foot; combine activities covered in items 1 through 24.

27. Walk backward with the right foot always in front of the left.

28. Walk backward with the left foot always in front of the right.

29. Invent five activities not covered in this list.

30. Walk forward and pick up an eraser from the middle of the beam.

31. Walk backward and pick up an eraser from the center of the beam.

32. Walk sideways leading with the left side and pick up an eraser from the center of the beam.

33. Walk sideways with the right side leading and pick up an eraser from the center of the beam.

34. Repeat items 30, 31, 32, and 33, but this time, pick up an eraser and place it on top of the head and continue to the end of the board.

35. Have a partner hold a wand twelve inches over the center of the beam. Walk to the center and step over the wand.

36. Repeat items randomly from 1 through 34, using the wand. Increase the height of the step necessary to clear the wand. Instruct the child to step only high enough to clear the wand. Be sure to tell him if he steps too high.

37. Have the child walk across the beam in various ways. Stand at the end of the beam with a target. Have the child watch the target as he moves across the beam.

38. Repeat number 37, but have the child keep his eyes on the target as the target is moved. Call his attention to the fact that he loses the target or that his eyes look away, it is an error.

39. Invent seven ways to cross the board that have not been covered. Emphasize the use of the eyes.

40. Hold a wand at a three foot height. Walk forward and pass under the wand.

41. Repeat items randomly from item 1 through 39. Include the task of going under and over the wand. Vary the position of the wand, both in height and in position, relative to the length of the beam.

42. Walk the beam forward with arms out, palms down, with an eraser on the back of each hand.

43. Walk the beam backward with erasers on the back of the hands.

44. Invent five ways to cross the board using the erasers balanced on hands. Keep eyes on target.

45. Walk the board in various directions with all of the child's weight being carried on the balls of the feet.

46. Walking on the balls of the feet, carry various weights across the board and change the position of the weights as the child walks. Be sure the child is looking at the target when he walks.

47. Invent three new ways to cross the board.

48. Walk to the center of the board, kneel on one knee, straighten the other leg forward until the heel is on the board and the knee is straight. Stand and go to the end of the board.

49. Have the child go to the center of the board and stand. Go to the end of the beam facing him. Move arms and legs in various positions and have the child do exactly as you do. If his position is not correct, call his attention to this fact.

50. Have the child go to the center of the board. Throw him a bean bag and have him throw it back to you and at the target. Have the child move to various positions on the board while you stand in one place, and have him throw the bean bag to the target and to you.

51. Place a bucket at the end of the beam. Have the child walk away from the bucket. Throw him a bean bag and have him try to throw the bag into the bucket without looking at it. Make sure he does not turn around. The object is to have him throw at the target in back of him.

52. Walk backward to the middle of the beam. Kneel on one knee; straighten other leg forward where the heel is on the beam and the knee is straight. Rise and walk to the end of the beam.

53. Repeat item 52, but kneel on the other knee and straighten other leg.

54. Invent four new ways to cross the beam.

55. Hop on the right foot the full length of the beam.

56. Hop on the left foot the full length of the beam.

57. Hop back and forth on the beam, alternating left and right feet.

58. Skip the full length of the beam.

59. Clasp the hands in back and walk the board.

60. Invent seven different ways to cross the board with the arms held fast in various positions about the body.

61. Invent seven different ways to cross the board with one arm held fast. Alternate, hold one arm fast, then, hold the other arm fast.

62. Walk to the center of the beam, stop, do a left side support, and walk to the end.

63. Balance an eraser on the head, walk to the center of the board, do a left side support, and go on to the end of the beam.

64. Walk to the center of the board, stand on the left foot and balance, holding the right leg and two arms in a horizontal position.

65. Repeat number 64, but balance on the right foot.

66. Place an eraser at the middle of the beam, walk the beam left sideways, pick up the eraser, place eraser on the right side, turn around and walk to the end of the beam.

67. Use the wand, eraser, and bean bag. Invent seven ways to cross the beam using all three of the above items. Have the body move across the beam in all four directions.

68. Hold the wand at various heights above the beam. Put hands on hips, and walk backward and go under the wand.

69. Hold a piece of paper at right angles so that it will stand on the beam at the middle. Walk to the paper and bend over and pick it up with your teeth.

70. Invent three activities using the paper.

71. Hop to the center of the beam and turn around; hop backward to the end.

72. Invent two activities using the hop and the wand.

73. Walk to the center of the board. Close the eyes and walk to the end.

74. Walk to the center of the beam. Close eyes and see how long balance can be maintained with the eyes closed. Record the number of seconds balance is maintained.

75. Walk to the center of the board. Close eyes, stand on the toes and see how long balance can be maintained. Record the number of seconds balance is maintained.

76. Devise five activities with the eyes closed.

77. Partners walk the beam in various ways. Each partner starts from the opposite end of the beam and passes the other in the center without either stepping off the beam.

78. Walk on all fours on the beam. Go to the end frontwards, and to the opposite end backwards.

79. Invent seven more ways to cross the beam.

80. Obtain a cane pole about eight feet long. Using the pole, go through as many activities covered in the previous items as you can.

81. Obtain a plastic bleach bottle, wash it out, and fill it partially with water. Using the water bottle, go through as many of the previous items as possible, without spilling the water.

82. Tie the water bottle on the end of the pole. Hole the pole horizontally and cross the board.

83. Use the bottle and the pole and invent seven ways to cross the beam.

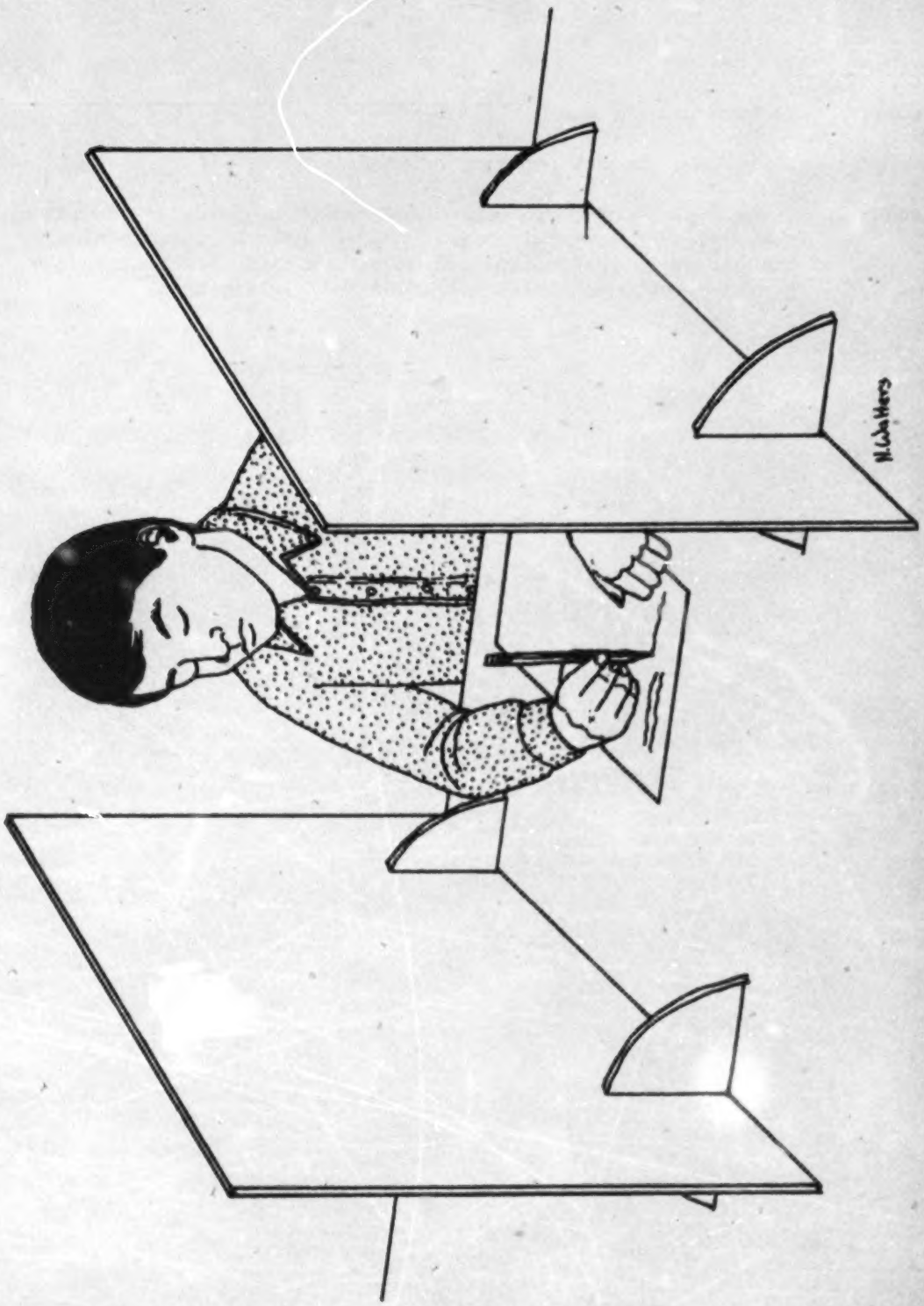
1
2
3
4
K.L.Walters

Crayon or Pencil Holder

Purpose: To have crayons and pencils handy

Materials: Styrofoam, contact paper, pencils or crayons

Procedure: Cover a piece of styrofoam, large enough to hold ten pencils or crayons, with colorful contact paper. Make holes to place crayons in so the pupils will have them handy. The styrofoam can be secured to the desk by means of masking tape.

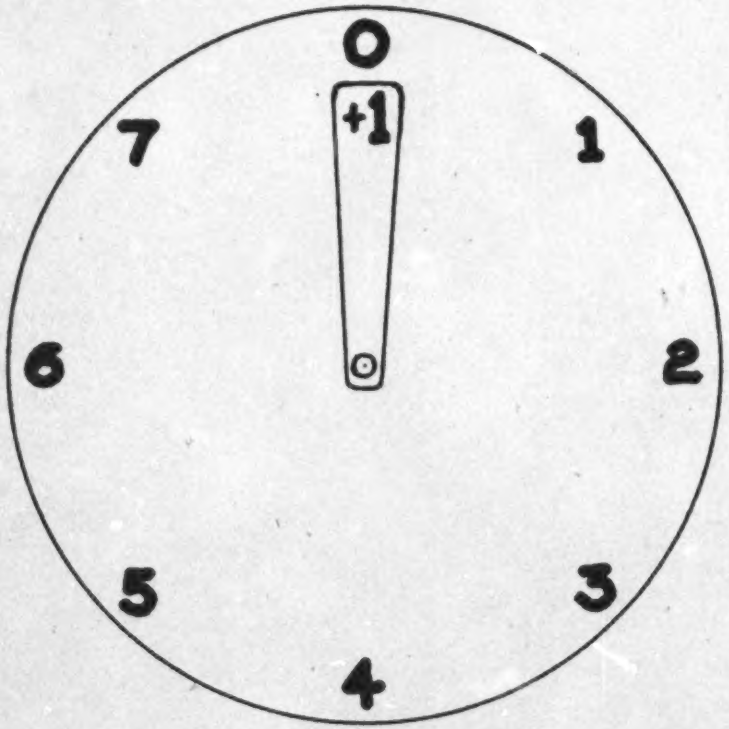


Mini-carrels

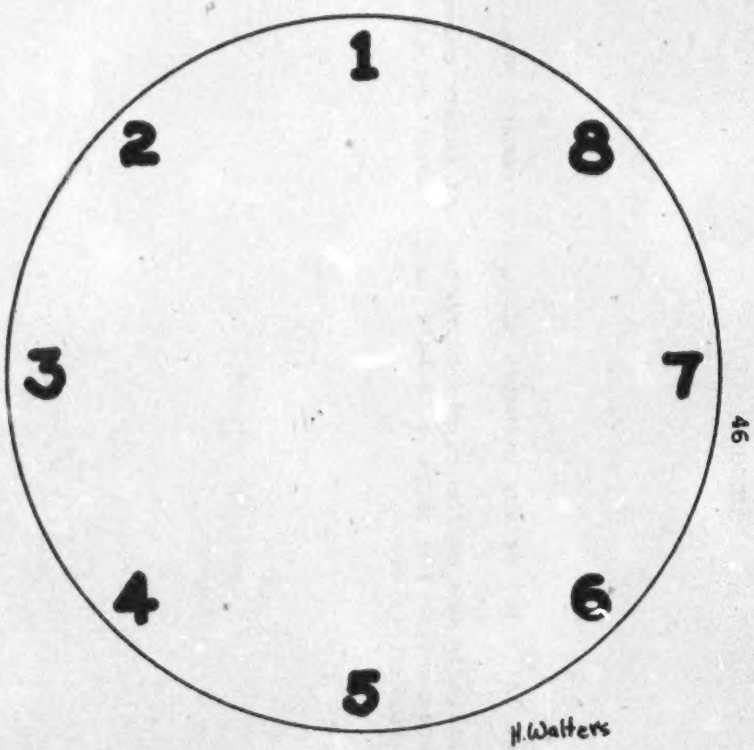
Purpose: Privacy

Materials: Cardboard, 12" x 16" or any suitable size, and contact paper.

Procedure: Cut two slits in the bottom of the cardboard and insert cardboard braces cut in the shape of a half moon. Cover the entire set with contact paper.



FRONT



BACK

53

46

cts Wheel

rpose: To teach basic addition and subtraction facts.

ayers: Individual

terials: Heavy manila tagboard, brass fastener, felt-tip pen.

ocedure: Cut two 10" circles from tagboard, Next, cut two moveable indicators. Attach the indicators to both sides of the circles---make sure indicators move with each other. On the front circle, mark the indicator with a fact, such as +1. Around the segments of the circular piece, put 0,1,2,3,4,5,6, and 7. On the opposite side of the circular piece, put the answer to the number fact.

RHYMES FOR ROPE SKIPPING

#1 I Love Coffee

I love coffee
I love tea
I love the boys
And the boys love me
How many boys do I love
1, 2, 3, 4, et cetera
(until skipper misses)

#2 Mama, Mama

Mama, Mama, I am sick,
Send for the doctor, quick,
quick, quick.
Mama, Mama, turn around,
Mama, Mama, touch the ground
Mama, Mama, are you lame?
Mama, Mama, spell your name.
Mama, Mama, has much to do,
Mama, Mama you are through

(Child performs actions suggested in the verse and runs out of the rope on the last line)

#3 Mabel, Mabel

Mabel, Mabel, set the table
Don't forget the red, hot pepper...
(Turners t rn pepper)

#4 Monkey, Monkey

Monkey, monkey in the tree
How many monkeys do I see?
1, 2, 3, 4, et cetera
(until a skipper misses)

#5 Donald Duck

Donald Duck hops on 1 foot, 1 foot, 1 foo
Donald Duck hops on 2 feet, 2 feet, 2 fee
Donald Duck hops on 3 feet, 3 feet, 3 fee
Donald Duck hops on 4 feet, 4 feet, 4 fee
Donald Duck hops out!

#6 Hot Pepper

H-O-T spells
Red hot pepper
(Turners turn pepper)

#7 Apple, Apple

Apple, apple on the tree,
Tell me who my love shall be.
A, B, C, D, et cetera through the
alphabet (or until the jumper reaches
his sweetheart's first initial.)

#8 How Old am I?

How old am I?
How old am I?
I'm 1, 2, 3, 4, et cetera
(until skipper misses)